

Despite
Reading Your Way Out of the Wound and Into the Light

Jennifer Heiter

Submitted to the faculty of the University Graduate School
in partial fulfillment of the requirements
for the degree
Master of Arts in English
in the College of Liberal Arts and Sciences
Indiana University

December 2017

Accepted by the Graduate Faculty, Indiana University,
in partial fulfillment of the requirements for
the degree of Master of Arts in English.

M.A. Committee

Handwritten signature of Rebecca Brittenham in black ink, consisting of stylized initials 'RL' followed by 'Brittenham'.

Rebecca Brittenham, Ph.D.

Director

Handwritten signature of Elaine Roth in black ink, with 'Elaine' written in a cursive script and 'Roth' in a more stylized, blocky script.

Elaine Roth, Ph.D.

Reader

Handwritten signature of Ken Smith in black ink, with 'Ken' in a cursive script and 'Smith' in a more stylized, blocky script.

Ken Smith, Ph.D.

Reader

November 13, 2017

TABLE OF CONTENTS

PREFACE FOR INSTRUCTORS	2
INTRODUCTION FOR STUDENTS	9
NOTES	12
TABLE OF CONTENTS BY THEME WITH SUGGESTED ACTIVITIES AND REFLECTIVE QUESTIONS	13
THE LENS: RESEARCHERS AND SUFFERERS PROBE THE CAUSES OF DEPRESSION	13
THE BALM: PROFESSIONALS AND RESEARCHERS OFFER ADVICE, ENCOURAGEMENT, AND	
PATHWAYS OUT OF DEPRESSION AND TRAUMA	16
THE MIC: INDIVIDUALS TELL THEIR PERSONAL STORIES OF DEPRESSION AND SUFFERING	19
THE LINK: LEADERS AND INDIVIDUALS RESPOND TO DEPRESSION AND PAIN	23
THE PODIUM: AUTHORS WRITE ABOUT DEPRESSION, TRAUMA, AND ABUSE	28
TABLE OF CONTENTS BY GENRE	40

The wound is the place where the light enters you.

~Rumi

Words matter.

Words *are* matter.

They can have the substance and impact of a fist or an embrace.

Sometimes the words drop into our laps, and when we stand, we kick the fallen words aside, distracted in pursuit of the next item on our to-do list. A solid.

Occasionally, the words cascade into our brains like a pulse, a gas resonating with us so deeply it becomes part of our tissue. In other situations, the words become a liquid that slips over us, cleansing us, bathing and rinsing away the bruises and the damage.

Matter: solid, gas, liquid. Words as matter. Words matter.

Regardless of the form, words always change us.

PREFACE FOR INSTRUCTORS

THE GENESIS STORY, NATURALLY

It all began with a letter.

Every spring, the seniors at the high school where I teach English write a letter to a school employee who has had the most positive influence on them. Nattilie, one of my former students, wrote me an especially poignant letter that described her journey away from numbness. She states in her letter, “You taught me to rage against the dying of the light. You brought a new light into my eyes when the other one was gone. I’ve had professional therapists try and put light back into my world, but your classes . . . [are] what did the trick.” Her vehicle was reading poetry and writing short stories and poetry. (And, clearly, becoming a Dylan Thomas fan.)

Nattilie’s issues are not unique. In 2015 approximately three million U.S. teens ages twelve to seventeen had experienced at least one depressive episode in the past year. Three million teens translate to about 12.5 percent of the teenaged population (ten years earlier in 2006 the number was at 7.9 percent). More than twice as many, 6.3 million, report having an anxiety disorder: a staggering one in four teenagers.¹ And do I even want to mention what social media does for the adolescent psyche? Since I am writing about teenagers, I guess I must. (It’s a twenty-first-century marriage.) Students have even more ways to spread rumors, bully each other, and Photoshop their own existences while their audiences watch.

As rates of anxiety and other mental health issues rise, many students are finding fewer resources at school. For instance, school counselor positions are being

consolidated or eliminated to save money, while more dollars, time, and distractions are poured into standardized testing, data, and accountability. Speaking of testing, teenagers dangle precariously over the possibility of not graduating (“the flames of failure”) as if they were in a modern parody starring Johnathan Edwards as the State Superintendent of Public Instruction. Coupled with the other issues in their lives, such as drugs, divorce, drama, self-harm, alcohol . . . there is no sequel.

Enter the high school English teacher, standing at the podium discussing parallel structure, analyzing a text for symbolism, and explaining how to format the MLA Works Cited page as the vortex of dysfunction swirls about him or her. Since students are being challenged personally, socially, and emotionally in new ways, why should we educators continue to educate in the same old ways? What if there were a class that responded to these issues—not a typical Current Events class or high school Psychology, or even a bi-weekly meeting with the school psychologist or counselor—but a *real class for credit* that is more proactive and less reactive in regard to students’ individual needs—one that models a management of these stressors through the written and spoken word? What if we English teachers were able academically to combine coping mechanisms for mental health issues or trauma with the written and spoken words that build from the power of literary tradition to give students the tools they so desperately desire and need?

Nattilie’s constructive experiences could possibly be others’ as well.

THIS IS THE PART WHERE I GO ALL RESEARCH ON YOU

Using words to mend is hardly a new idea; many people have used their words as a means of exploring, uncovering, and then repairing what is broken. We talk to our friends, family, significant others; we pay others professionally to listen and respond to what ails us. We write, maybe. And then what? A shift: we transform from victims, vessels of history, to realizing that we can do something about it. Reactivity becomes proactivity.

This anthology of literature for high school or college teens offers a form of *bibliotherapy* for students struggling with feelings of anxiety, sadness, and desperation. This project will focus on how reading, listening, and—if you choose to employ it in the classroom—writing can be beneficial in the recovery process for tragedy, trauma, and depression. That's bibliotherapy.

Bibliotherapy extends as far back as the spoken word: over six thousand years ago, shamans and witch doctors chanted rhythmically to heal ill members of their tribe and to settle disruptions in their culture.² In 1 Samuel 16: 14-23, King Saul summoned David to play the lyre and sing to him: "And whenever the harmful spirit from God was upon Saul, David took the lyre and played it with his hand. So Saul was refreshed and was well, and the harmful spirit departed from him." Fast forward a few thousand years to 1916 when Samuel McChord Crothers coined the term *bibliotherapy*. The term and its practice spread during World War I and World War II when thousands of soldiers returned home with post-traumatic stress disorder, as it was seen as a cost-effective treatment.³

Professor Zipora Shechtman refers to two types of bibliotherapy.³ The first is *cognitive*, which is done solo. This is where someone reads a book, typically in the self-help genre, and works through the exercises or questions by him- or herself. The second, more effective use, is *affective*, where the genres broaden into fiction, and the person works with a facilitator and usually a group. Affective bibliotherapy provides greater results for several reasons: distance occurs when the student reads about a parallel situation involving someone else—a safe, neutral exploration. Through discussion of this third party's writing or speaking, the student can then achieve insight into his or her own situation and perhaps even apply personally some of what worked for the characters in the selection. This process reinforces an important process specified in bibliotherapy: identify, explore, reflect, and apply. Identify a personal issue, Explore how others have responded in comparable instances, Reflect how some of these responses would work personally, and Apply the most favorable one(s). Other benefits include developing a strong bond with the group that extends beyond the length of the class, aiding in understanding the material since discussion is an ongoing process before and after (and sometimes during) the reading of or listening to the piece, and using it to make sense of a difficult and confusing life. Finally, the student sees that others hurt, too, and recognize that cause and effect is real.

I am not proposing that literature, poetry, and writing are solely responsible for a student's restoration: I do not want to suggest that students cancel their psychotherapy sessions and start flushing their anti-anxiety meds. However, I am advocating these as

tools in the recovery process. This text is new because these ideas are not widely discussed from the high school pulpit.

We can change that.

SO WHAT ABOUT THIS TEXT, ANYWAY?

This book is designed to be used for a bibliotherapeutic course in high school (or even in college). Usage of the text is as flexible as the book itself—it bends and moves as you would like it to. Therefore, you may choose the selections you want to use, just as with any text, or you may divide the course thematically as I have in the thematic table of contents. You can easily branch out from the suggested assignments and sample activities included here to invite personal reflections, multi-modal projects, and additional research. You can evolve it into more of a creative writing class by using the material in the Table of Contents with Suggestions as the basis for exercises. The activities that follow each entry are sometimes reflective, sometimes analytical, and complementary to the content. Some ask that students dig deeply into their memories or apply the truths to a present conflict in order to “practice” something new that benefited the author. The course’s success does not rest with these activities since the crux of affective bibliotherapy primarily uses discussion to synthesize ideas. However, the writing activities are easily interchangeable among the selections and may provide students an opportunity to apply a theory that discussion alone could not.

This guidebook can further be used with students who are not involved in a class but are seeking ways to soothe wounds or help others who are hurting; therefore, its

student reader does not need to be suffering through a traumatic event or experiencing depression currently.

TIME FOR A QUICK FAQ

Do you need to be a trained therapist to use this book? No. As the teacher, you facilitate conversations about the texts, and you stage the opportunities for reflection, but you let the readings themselves and the students themselves choose when and where to do their healing work.

A close affiliation with your high school's counselor or psychologist would be helpful, and in a perfect world where this person has unlimited amounts of time, a team-teaching situation would be ideal, if only for one or two days per week. I envisage a class where at least a couple of speakers are invited in, interesting people such as psychology professors from a university close to you or a local professional who is an advocate for mental health wellness.

My selections are from a wide variety of genres and include many videos. I personally enjoy hearing autobiographical words coming straight from the source: I always mentally note where the author smirks a skosh or gets a bit misty, which provide wonderful discussion starters (*Why there, at that exact moment?*). Most of the selections are contemporary since that is the world in which we live, but I have included some earlier texts as well. I have selected a few classic selections—*of course* “The Yellow Wallpaper”—but I’ve also chosen some blogs and articles in response to current events, such as a collection inspired by actor/ comedian Robin Williams’s suicide and a

blog about singer Chris Cornell's suicide, in the hopes that they will inspire individual growth and healing as these tragedies continue to occur.

In lieu of a final exam or other predictable, typical conclusion, I recommend that this course would end with some kind of service project that is real and tangible and hands on for students. Part of the comprehensive lesson that ties many of these selections is the recognition that self-healing involves thinking beyond ourselves.

INTRODUCTION FOR STUDENTS

PLEASE PARDON ME WHILE I TELL YOU MY ENTIRE LIFE STORY

Dear Students,

My mom grew up in an incredibly dysfunctional environment east of Chicago. Her own mother left her, as an infant, with her alcoholic and abusive husband. That husband, an accomplished artist in a prestigious Chicago art firm, made good money but squandered almost all of it on alcohol, so my mother lived in poverty and moved many times, evicted by landlords who wanted their overdue rent. Despite that, she grew up determined to succeed and ended up with a Bachelor's degree in Education and two Master's degrees. She is gone from me now, suffering from the advanced stages of dementia, but more than once she advised me, her daughter the educator, to provide broken and hurting students with stories of stamina. Mom said as a child she found solace in biographies and autobiographies of people who had found some kind of success despite their circumstances, despite emptiness, dejection, and isolation. She said I should try to show students that there is another way.

A way out.

Despite.

My father was born in the deep South and migrated to northern Indiana at age four so that his daddy could get a steady job. I often marveled how my father—quiet, conservative, stylish, put together, the first to graduate with a college degree—could possibly have come from the same parents as my two aunts who were coarse, tattooed, *wild*. His simple answer?

"I dated the doctor's daughter in high school."

When I asked him to elaborate, he explained how that relationship helped him to see another life that he didn't know existed. Both families, his own and his girlfriend's, had plenty of love, but he witnessed what the added layer of a college education could provide.

Another way out.

Whether reading them or witnessing them, words have power.

ONE FINAL STORY ABOUT MOM . . .

In sixth grade she stayed after school to ask the teacher a question and also to avoid the bully who consistently hid in the alley and beat her up on her way home (hello, after-school special). As she was leaving, two teachers were talking in the emptied hallway. One snarked to the other (a little too loudly) as she pointed at Mom, "See that girl over there? She will never amount to anything."

The odds *were* stacked against her. Poverty. Transience. Alcoholic father. Abuse. However, on the cold nights when the fears and the emptiness trampled her brain, Mom was warmed by these rude words. She would show that teacher.

I think at times there is a healthy amount of *spite* in *despite*.

+ + +

The selections that appear in this book are from authors, scientists, performers, and researchers who recognize the power of words; therefore, their words are deliberate and carefully chosen. I hope that on your journey with word matter, you

realize how much words matter, how their power and substance will set a trajectory for you and for the next generation no matter what has transpired. Yes, despite.

Notes

1. "Major Depression Among Adolescents." *National Institute of Mental Health*, www.nimh.nih.gov/health/statistics/prevalence/major-depression-among-adolescents.shtml, 28 Sept. 2017.
2. Leedy, Jack J. and Sherry Reiter. *Poetry Therapy*, International Psychotherapy Institute, 1976.
3. Shechtman, Zipora. "Bibliotherapy as a Method of Treatment." *Treating Child and Adolescent Aggression Through Bibliotherapy*, Springer-Verlag, 2009, pp. 21-37.

TABLE OF CONTENTS BY THEME WITH SUGGESTED ACTIVITIES AND REFLECTIVE QUESTIONS

THE LENS: RESEARCHERS AND SUFFERERS PROBE THE CAUSES OF DEPRESSION

"WHAT IS DEPRESSION? A LOOK"

2010

GRAPHIC

<http://clearscience.tumblr.com/post/2325523833/your-brain-and-nervous-system-are-networks-of>

"NEURONS: THE NERVOUS SYSTEM"

2010

GRAPHIC

<http://clearscience.tumblr.com/post/2313328803/neurons-are-the-cells-that-make-up-your-nervous#notes>

These graphics and accompanying information explain how neurotransmitters travel in the brain and what can go wrong.

Writing Prompt: How do these two graphics change your views on mental illness?

"THE SCIENCE OF DEPRESSION"

2014

YOUTUBE

<https://www.youtube.com/watch?v=GOK1tKFFIQI>

In this short video, the creators discuss how depression is a biological disease that is more complex than just a "chemical imbalance."

Discussion Starters: This video adds to the graphic, above. How? What are the implications for those suffering from depression? For those trying to understand depression?

"DIGITAL INSANITY: CAN WE AUTO-CORRECT HUMANITY? WHY I REFUSE TO LET TECHNOLOGY CONTROL ME" 2014 YOUTUBE

<https://www.youtube.com/watch?v=9s0ukQGLXQ4>

In this part-rant, part-beat poem, the narrator shares the issues he sees occurring with the digital revolution. He suggests we can repair that by smiling at a low battery "because that'll mean we are one bar closer to humanity."

Reflection: Describe in-depth a time when you were scrolling through social media and saw something that you know was untrue or that made you feel insignificant. What's the lesson here?

"SIMON SINEK—MILLENNIALS IN THE WORKPLACE" 2016 YOUTUBE

<https://www.youtube.com/watch?v=5MC2X-LRbkE>

Although the title is "Millennials in the Workplace," author Simon Sinek addresses so much material in this brief video, that it is difficult to summarize. Best advice? Watch it to see what he has to say about why some people are experiencing depression and hopelessness.

Activities: What is most surprising about this information? As you watch, jot down as many quotes or paraphrases as you can. What is your response? Is this personal for you? Explain how.

Now list ways you can change this trend today. Write down the list along with a course of action and report back to the class what the results of your changes are.

After a hearty class discussion in which all members share, perhaps as a Socratic

seminar (see <https://www.facinghistory.org/resource-library/teaching-strategies/socratic-seminar> for some guidelines) or Fishbowl activity (close to the Socratic seminar but with two circles. See <https://www.facinghistory.org/resource-library/teaching-strategies/fishbowl> for ideas), reflect and create a plan of change that feels more permanent based on your results.

**THE BALM: PROFESSIONALS AND RESEARCHERS OFFER ADVICE, ENCOURAGEMENT,
AND PATHWAYS OUT OF DEPRESSION AND TRAUMA**

"6 WAYS TO CURE DEPRESSION"

2017

YOUTUBE

<https://www.youtube.com/watch?v=chE00kGtg48>

Improvement Pill, the author of this video, hypothesizes that because depression is growing with each generation, it must be linked to our environment. This video presents six different ways to lessen the effects of depression, ranging from exercise to sleep to not dwelling on the past.

Activities:

1. Watch this video at least twice.

What are some analytical "leaps" or logical fallacies he uses?

(See this page <http://www.myguruedge.com/our-thinking/myguru->

[blog/bid/214477/10-common-logical-fallacies](http://www.myguruedge.com/our-thinking/myguru-blog/bid/214477/10-common-logical-fallacies) for ten common logical fallacies in laymen's terms.)

2. What are some items he left off the list that could possibly help relieve depression?
3. Choose one of the six "cures" he suggests. Using an academic database such as JSTOR, Gale, Google Scholar, or Inspire, find two to three articles supporting or refuting (or better, BOTH) what he says in the video.
4. Highlight vital thoughts/ data/ research in these articles, summarize what the author states, and share your summaries with the class. You may want to jot

down a quick outline to organize your findings.

DAVID STEINDL-RAST, "WANT TO BE HAPPY? BE GRATEFUL"

2013

TEDTALK

https://www.ted.com/talks/david_steindl_rast_want_to_be_happy_be_grateful

Benedictine monk David Steindl-Rast offers that the way to become happy is found on the same path as gratefulness.

Writing Prompt: Look up what a Benedictine monk is. How do you feel about this author's statement that happiness is rooted in being grateful? Describe a moment from the past week in which you felt unhappy or did not respond well in a situation. Rewrite your response by following Steindl-Rast's advice. How could it have changed the outcome of the situation? Would you be different today, several days later? If so, how? What about applying this advice to something that happened years ago? How would you be changed today? Would you be in a different place psychologically?

EMILY ESFAHANI SMITH, "THERE'S MORE TO LIFE THAN BEING HAPPY"

2017

TEDTALK

https://www.ted.com/talks/emily_esfahani_smith_there_s_more_to_life_than_being_happy

Author Emily Esfahani Smith explains the difference between a life in pursuit of happiness and one in search of meaning. She explains these in her "four pillars" of living a meaningful life.

Writing Prompt: Look at Esfahani Smith's four pillars. List them and share in writing what aspects of your life fall within each category. Then choose one category and share with a partner. As your partner speaks, make good eye contact and strive to listen without thinking of what you yourself will say.

Compare the two TEDTalks above (Steindl-Rast and Esfahani Smith). To what extent are they mutually exclusive? To what extent can you find productive engagement between the two? Which one do you personally lean toward and why?

DAVID BROOKS, "WHAT SUFFERING DOES"

2014

ARTICLE

<https://www.nytimes.com/2014/04/08/opinion/brooks-what-suffering-does.html>

"But the big thing that suffering does is it takes you outside of precisely that logic that the happiness mentality encourages. Happiness wants you to think about maximizing your benefits. Difficulty and suffering sends you on a different course."

Activities: Summarize Brooks's main idea.

Find the two best sentences and respond to them.

Put Brooks on a panel with Esfahani Smith and Steindl-Rast. What might they say to each other? Could they ever come to terms with each other? How?

After watching these TEDTalks, compose, revise, and film your own TEDTalk. It can be an artistic performance like Koyczan's or a more traditional approach like Solomon's. Be intentional about the tone you want to convey to your audience. Don't let the performance aspect overshadow your words. TEDTalks have time limits; what will yours be?

THE MIC: INDIVIDUALS TELL THEIR PERSONAL STORIES OF DEPRESSION AND SUFFERING

ANDREW SOLOMON, "DEPRESSION, THE SECRET WE SHARE"

2013

TEDTALK

https://www.ted.com/talks/andrew_solomon_depression_the_secret_we_share#t-1744814

"The opposite of depression is not happiness but vitality, and it was vitality that seemed to seep away from me." National Book Award winner Andrew Solomon shares his personal struggles with depression as well as the struggles of others he interviews in this raw TEDTalk.

Writing Prompt: Watch this video with your finger close by the pause button. What are some "nuggets" of wisdom that Solomon shares? How do you feel about them—do you agree? Disagree? Explain them thoroughly through the lens of your own experiences.

SHANE KOYCZAN, "TO THIS DAY . . . FOR THE BULLIED AND THE BEAUTIFUL"

2013

TEDTALK

https://www.ted.com/talks/shane_koyczan_to_this_day_for_the_bullied_and_beautiful

Using live music and stimulating graphics, Canadian poet Shane Koyczan performs his most famous poem "To This Day" in this TEDTalk.

Writing Prompt: What speaks to you most about this performance? Have you observed this type of cruelty first hand? Without mentioning names, share a story in writing

about a time where you witnessed or experienced cruelty in school. How can you take this event and like Koyczan make it into something helpful and healing for others or for yourself?

STACEY KRAMER, "THE BEST GIFT I EVER SURVIVED" 2010

TEDTALK

https://www.ted.com/talks/stacey_kramer_the_best_gift_i_ever_survived

What is the definition of a gift? Stacey Kramer's is probably different from yours and others' as she remembers her past and redefines an event in terms that make us question how we categorize trauma and blessings.

Writing Prompt: How does Stacy Kramer's attitude speak to you? Did you know what she was foreshadowing before she mentioned it? What does her response suggest about her?

Share a time in writing or speech when you received traumatic news and suffered through something painful. Looking back, what good has come from it? How have you personally evolved since that time? In what ways can mental illness be considered a gift?

"20 AUTOBIOGRAPHICAL SKETCHES OF DEPRESSION" 2014

BUZZFEED

https://www.buzzfeed.com/michaelblackmon/stories-of-depression-and-suicide-that-will-inspire-you-t?utm_term=.hdgD1zKja#.csQ5QLZ78

In this collection, BuzzFeed staff respond to the suicide of actor and comedian Robin Williams by sharing their personal struggles with depression. Each entry is short yet powerful.

Activities: Most of these autobiographies are two to three paragraphs. Using these as models, try writing a condensed version of your story to that length. Strive to cut the words but not the emotion or the vital experience. Revise this several times to value the brevity of your piece.

After you have cut and revised, grab a pull quote from your piece and create a Tumblr-esque poster like the ones you see on this website. You will probably want to take your own background photo and use a filter to alter it.

Finally, using what you have written, create a six-word poem that captures the essence of your story.

"16 PERSONAL ESSAYS ABOUT MENTAL HEALTH WORTH READING"

2016

BUZZFEED

https://www.buzzfeed.com/rachelysanders/mental-health-essays?utm_term=.khMDjY5mOL#.ktEY8XkWgZ

This essay collection covers many mental health topics from schizophrenia to eating disorders, all written by people who have experienced them.

Writing Prompt: Choose at least four of these essays: one involving a mental health area with which you are familiar and at least three involving areas with which you are unfamiliar. How does the author's tone in each essay evolve? What impetus initiates

the different attitudes? How does each author achieve his or her own success, and how would each define it?

"8 BRAVE POETS WHO'VE PUT MENTAL HEALTH IN THE SPOTLIGHT"

2017

POEM VIDEOS

<https://themighty.com/2017/04/mental-illness-mental-health-poetry/>

These eight modern poets perform their raw poems that portray their struggles with mental illness.

SHERMAN ALEXIE, "INDIAN EDUCATION"

1993

SHORT STORY

http://faculty.uml.edu/kluis/42.101/Alexie_IndianEducation.pdf

In this year-by-year account, Alexie addresses the loudest of his school memories.

Writing Prompt: Write a memoir that captures your education, inside and outside the school building, selecting both positive and negative memories. Format your piece in the way Alexie does, by grade level, choosing succinct images that reveal your character and personality.

BYRON PITTS, "TANIA" FROM *BE THE ONE*

2017

ESPECIALLY P. 23

BYRON PITTS, "RYAN" FROM *BE THE ONE*

2017

PP. 92-106

ABC News Correspondent Byron Pitts interviews six teens who overcome the "darkest of circumstances with an irrepressible light."

THE LINK: LEADERS AND INDIVIDUALS RESPOND TO DEPRESSION AND PAIN

RICH LARSON, "IT'S NOT WHAT YOU THINK"

2017

BLOG

<https://thefirsttenwords.wordpress.com/2017/05/20/its-not-what-you-think/>

Freelance writer Rich Larson responds to Chris Cornell's 2017 suicide in this blog.

Writing Prompt: Look at the lyrics to "Seasons," the song Rich Larson references in the third paragraph <https://www.azlyrics.com/lyrics/chriscornell/seasons.html> . How might you interpret these words through your own lens? Why do you think Larson chose this title for this particular blog?

"KINTSUGI, THE JAPANESE ART OF FIXING BROKEN POTTERY WITH GOLD"

2014

ARTICLE

<http://www.amusingplanet.com/2014/05/kintsugi-japanese-art-of-fixing-broken.html>

Rather than disguising the breakage, kintsugi restores the broken item incorporating the damage into the aesthetic of the restored item, making it part of the object's history.

Writing Prompt: What is the connection between pottery and mental wellness? Find as many associations as possible.

GILES FRASER, "TAKING PILLS FOR UNHAPPINESS REINFORCES THE IDEA THAT BEING SAD IS NOT HUMAN"

2013

ARTICLE

<https://www.theguardian.com/commentisfree/belief/2013/aug/09/pills-unhappiness-reinforces-sad-human>

Giles Fraser laments in this article that people today are too quickly assigning a medical label to emotions that should be occurring naturally and without a band-aid medication.

Writing Prompt: Explore Fraser's quote further: "And, once you have a hammer in your hand, it is convenient to see every problem in terms of its being a nail." Think of a time when you or someone you know acted in this way.

MICHAEL SCHAUB, "SHERMAN ALEXIE, SUFFERING FROM DEPRESSION, CANCELS HIS POST-CALIFORNIA

BOOK TOUR"

2017

ARTICLE

<http://www.latimes.com/books/jacketcopy/la-et-jc-sherman-alexie-book-tour-20170717-story.html>

Writing Prompt: Do you think creative writers experience depression more often than other professions do? Why or why not? If yes, why do you think that is? If no, explain why some may perceive this to be true.

DAVID SHIELDS, *HOW LITERATURE SAVED MY LIFE* 2013

BOOK

This book is really a collection of essays that can be considered separately or as part of a greater whole. Shields states that he wants "literature to assuage human loneliness, but nothing can assuage human loneliness. Literature doesn't lie about this—which is what makes it essential."

KAHLIL GIBRAN, *THE PROPHET*, "ON JOY AND SORROW" 1923

EXCERPT

<http://www.katsandogz.com/onjoy.html>

In this fictional account, Almustafa is ready to board a ship for home when he is stopped by some passersby. His answers to their questions form the basis of the book The Prophet.

Writing Prompt: A Paraphrase x 3, developed by Professors David Rosenwasser and Jill Stephen, is an analytical method in order to understand a passage more thoroughly.

The purpose is to reveal how word connotations affect meaning.

First, identify either the most confusing passage from this excerpt OR what you feel is the heart of the author's main point. Second, compose a paraphrase at least three times of the section that you identified. Try to write the passage in as many different ways, and feel free to consult a thesaurus if necessary, but use words that you know.

(You may choose to rewrite it for a different audience each time. If so, identify the audience for each paraphrase.) Finally, write a fourth paraphrase in which you personalize the passage. You may want to address this as a letter to yourself in which you include an event from your past or a relationship in your present.

ROMANS 5:3-5

THE BIBLE

In this excerpt from the letter from Saint Paul to the Romans, he explains why people should not complain through suffering but should instead rejoice in it.

Writing Prompt: Look up this passage online in three different versions: NASB or ESV, NIV, and The Message. How do the different versions change your understanding of how Paul explains why God allows suffering and what it leads to?

THE DALAI LAMA QUOTES ABOUT SUFFERING

20TH-21ST CENTURY

QUOTES

http://www.azquotes.com/author/8418-Dalai_Lama/tag/suffering

The Dalai Lama is the head of Tibetan Buddhism. This website houses several pages of His Holiness the Dalai Lama's quotes about suffering.

Writing Prompt: Choose the three most powerful quotes, and write them down on a document. Now think of a situation in which this advice would have come in handy. Rewrite the situation detailing the effects of taking this sage advice rather than doing what you did.

AISHA ASIF, NATURE OF SUFFERING

2017

ARTICLE

<http://www.whyislam.org/god/nature-of-suffering/>

In this adapted article from Message Magazine, Asif explains the Islamic reasons behind suffering.

Writing Prompt: Compare this account with another major religion's. What do they share, and how do they differ? What do your findings suggest about the human's role and the deity's role in each?

SWAMI ADISWARANANDA, "HINDUISM: THE PROBLEM OF SUFFERING"

20TH CENTURY

ARTICLE

https://www.ramakrishna.org/activities/message/weekly_message41.htm

If you have ever wondered where the term karma comes from, the following article will explain not only karma but also rebirth and suffering from the perspective of Hinduism.

Writing Prompt: What role does karma play in a person's past, present, and future, and how and where does suffering work its way in? Think of an incident where karma seems to have been at play. What did you learn from the situation?

INDIANA SUICIDE LEGISLATION

2017

[http://www.doe.in.gov/sites/default/files/news/hea-1430-suicide-awareness-and-prevention-](http://www.doe.in.gov/sites/default/files/news/hea-1430-suicide-awareness-and-prevention-guidance.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=)

[guidance.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=](http://www.doe.in.gov/sites/default/files/news/hea-1430-suicide-awareness-and-prevention-guidance.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=)

Effective in 2017, The Indiana General Assembly passed legislation requiring all school corporations to adopt a policy intended to increase child suicide awareness and prevention.

THE PODIUM: AUTHORS WRITE ABOUT DEPRESSION, TRAUMA, AND ABUSE

CHARLOTTE PERKINS GILMAN, "THE YELLOW WALLPAPER"

1892

SHORT STORY

<http://www.eastoftheweb.com/short-stories/UBooks/YelWal.shtml>

In this classic short story about mental illness and madness, a husband recommends that his wife "rest" on a three-month vacation, a common nineteenth-century response to depression connected to the belief that mental illness was taxing to the mind, so depriving it of stimulation would be beneficial. The mental patient is asked to stay in a remote home; her room is a former nursery with the titular wallpaper. Interesting side note: Charlotte Perkins Gilman supposedly sent a copy of this story to the doctor who had prescribed a "rest cure" for her. Afterward, he changed the way he treated depressed women.

Activities: Carefully examine the interactions between the husband and the wife. What do they reveal about their relationship? How do these interactions contribute to or alleviate (or something else) her mental illness?

Can we trust the narrator throughout the story? Explain.

Compare and contrast the narrator with the woman in the wallpaper.

For an added layer of interest, read Gilman's 1913 "Why I Wrote the Yellow Wallpaper."

<https://csivc.csi.cuny.edu/history/files/lavender/whyyw.html>

RICHARD RUSSO, "THE WHORE'S CHILD"

2002

SHORT STORY

https://partnersforpeace.files.wordpress.com/2011/10/1c1s_2011.pdf

When a nun shows up at the narrator's fiction writing class, he dismisses her as just another old lady. However, the story she writes is compelling and memorable, displaying the effects bullying as well as the impact a dysfunctional home life can have on someone well into old age.

Writing Prompt: Sister Ursula, according to the author, had an “awkward gait.” What other remnants from her childhood carried over into her adulthood? What do they symbolize?

Complete a character study of the father. Why does Sister Ursula hate her mother so steadily even as she idolizes her father?

Why does Sister Ursula deny the truth—that her father was not in love with her mother? Does this reveal an inability to acknowledge the truth, or an admission of complete ignorance of the truth? What about suggesting a third or fourth possibility?

STEPHEN KING, “HARVEY’S DREAM”

2003

SHORT STORY

<https://www.newyorker.com/magazine/2003/06/30/harveys-dream>

One Saturday morning a successful man tells his wife of a dream he has, but this dream is unlike any he or she has ever experienced, as the lines between the dream world and reality become indistinct.

Writing Prompt: How can you explain the merging of Harvey’s dream with reality? Why does Janet respond the way she does? What’s at stake here? What clues in the story lead you to your conclusions?

SANDRA CISNEROS, "WOMAN HOLLERING CREEK" 1992

SHORT STORY

<https://d2ct263enury6r.cloudfront.net/BiWZgwFCG90o05MtccMUfW1sqrPf4xbCcWKV9AR4dgHxayCb.pdf>

Cleófilas longs for a man like the ones she sees in the telenovelas but instead marries Juan Pedro, who becomes increasingly tyrannical. As she leaves her family behind in Mexico, she wonders about the creek near her Texan home.

Writing Prompt: What is the connection to the stream that Cleófilas feels and attempts to name?

Trace the cycle of abuse from her husband. What is the pattern here? How is it predictable? How is it unpredictable?

What does Felice symbolize for Cleófilas? How is she an appropriate addition to the conclusion?

SANDRA CISNEROS, *THE HOUSE ON MANGO STREET* 1991

BOOK/ EPISODIC

<http://nlcphs.net/SummerReadings/Freshmen/HouseOnMango.pdf>

Although this "novel" by Cisneros about growing up Hispanic in America can be read from the beginning, its episodic structure is flexible and can also be read out of order.

Activities: Read several chapters, including "My Name" on pages 10-11. Interview your parents, guardians, or relatives about the origin of your name. Write a chapter about your name that reveals both the story of your name as well as how it suits you. If you do not have an origin story, create one for yourself.

VLADIMIR NABOKOV, "SYMBOLS AND SIGNS" 1948 SHORT STORY

<https://www.newyorker.com/magazine/1948/05/15/symbols-and-signs>

An elderly man and his wife visit their son in a mental institution. Upon arrival, they are told that they cannot visit with him since he has again attempted suicide.

Writing Prompt: List the possibilities—as many as you can think of in a ten-minute brainstorm—to explain why Nabokov titled this piece as he did. At the end of ten minutes, connect your favorite explanations with what it all means since the story *appears* to end abruptly and without closure.

ZORA NEALE HURSTON, "SWEAT" 1926 SHORT STORY

<http://engl273g-finnell.wikispaces.umb.edu/file/view/Sweat+-+Zora+Neale+Hurston.pdf>

First published in the 1920s, this story focuses around Delia, a washerwoman, and Sykes, her deadbeat husband.

Activities: The publication date is important here. Look up women's status in 1926: are they allowed to vote? What percentage work outside the home? How many adult females have college degrees? and so on. Then, what might Hurston be communicating thematically or symbolically about women and men, marriage, and fate?

JOHN ASHBERRY, "INTRODUCTION" POEM

ELIZABETH BISHOP, "ONE ART" POEM

E.E. CUMMINGS, "L(A)" POEM

E.E. CUMMINGS, "MAGGIE AND MILLY AND MOLLY AND MAY" POEM

E.E. CUMMINGS, "I SHALL IMAGINE LIFE" POEM

EMILY DICKINSON, "I FELT A FUNERAL, IN MY BRAIN" (340) POEM

EMILY DICKINSON, "HOPE IS THE THING WITH FEATHERS" (254) POEM

In line two, replace the "the" with "my." How does this change your perspective of the poem?

GRAHAM FOUST, "CHAT ROOM" FROM *NECESSARY STRANGER* POEM

NIKKI GIOVANNI, "ALONE" POEM

STEVE HENN, "THE DAWNING" FROM *INDIANA NOBLE SAD MAN OF THE YEAR* POEM

STEVE HENN, "POEM FOR THE GIRL NEXT DOOR" FROM *INDIANA NOBLE SAD* POEM

MAN OF THE YEAR

JANE KENYON, "THE BOX OF BEADS" POEM

JANE KENYON, "THINKING OF MADAME BOVARY" POEM

JANE KENYON, "SICK AT SUMMER'S END" POEM

JANE KENYON, "OTHERWISE" POEM

LARRY LEVIS, "THE SPELL OF THE LEAVES" POEM

In this poem, Levis describes the loss of a relationship as a sort of muscle memory.

Write a poem about a relationship that has been lost (or not) as a series of muscle memories.

EDNA ST. VINCENT MILLAY, "SONNET II" POEM

EDWIN ARLINGTON ROBINSON, "RICHARD CORY" POEM

ANNE SEXTON, "WANTING TO DIE" POEM

WILLIAM SHAKESPEARE, "SONNET 23" POEM

SIR PHILIP SIDNEY, "SONNET 34" POEM

DYLAN THOMAS, "DO NOT GO GENTLE INTO THAT GOOD NIGHT" POEM

FRANZ WRIGHT, "ON EARTH" FROM *WALKING TO MARTHA'S VINEYARD* POEM

FRANZ WRIGHT, "ONE HEART" FROM *WALKING TO MARTHA'S VINEYARD* POEM

FRANZ WRIGHT, "STUDY IN ACID & GREEN" FROM *WALKING TO MARTHA'S VINEYARD*

POEM

FRANZ WRIGHT, "ANTIPSYCHOTIC" FROM *WALKING TO MARTHA'S VINEYARD* POEM

FRANZ WRIGHT, "EPITAPH" FROM *WALKING TO MARTHA'S VINEYARD* POEM

NOVELS/ BOOKS:

ALL THE BRIGHT PLACES 2015 JENNIFER NIVEN

Theodore Finch and Violet Markey meet on the bell tower at school—he's preoccupied with death and she with escape.

ALL THE UGLY AND WONDERFUL THINGS 2016 BRYNN GREENWOOD

Wavy learns at a young age not to trust anyone, least of all her drug dealer father and unstable mother.

ARISTOTLE AND DANTE DISCOVER THE SECRETS OF THE UNIVERSE

2012 BENJAMIN ALIRE SAENZ

Dante, who is open about his homosexuality, and Ari, who suppresses his, meet in the summer of 1987.

BELIEVAREXIC 2015 J.J. JOHNSON

After her struggle with bingeing, purging, and starving, J.J. Johnson writes about her time at an eating disorder treatment center.

<i>BY THE TIME YOU READ THIS, I'LL BE DEAD</i>	2010	JULIE ANNE PETERS
--	------	-------------------

Daelyn is determined to kill herself after she is repeatedly bullied.

<i>A CHILD CALLED IT</i>	1995	DAVE PELZER
--------------------------	------	-------------

This autobiography details Pelzer's horrific and persistent abuse from his mother.

<i>THE FIRST TIME SHE DROWNED</i>	2016	KERRY KLETTER
-----------------------------------	------	---------------

At eighteen, Cassie O'Malley emancipates herself after spending over two years in a mental institution, but her past is difficult to run from.

<i>FORGIVE ME, LEONARD PEACOCK</i>	2013	MATTHEW QUICK
------------------------------------	------	---------------

Today is Leonard Peacock's birthday, so he plans on giving gifts to four people so that he can kill himself.

<i>GIRL INTERRUPTED</i>	1993	SUSANNA KAYSEN
-------------------------	------	----------------

Kaysen spends two years in a mental facility and chronicles that journey in this memoir.

<i>GIRL IN PIECES</i>	2016	KATHLEEN GLASGOW
-----------------------	------	------------------

To ease the pain of all her losses, Charlotte Davis self-harms.

<i>HATE LIST</i>	2009	JENNIFER BROWN
------------------	------	----------------

After her boyfriend Nick opens fire on their high school, Valerie Leftman struggles to process the guilt stemming from the hate list that he and she created before the shooting.

<i>HUNGER: A MEMOIR OF (MY) BODY</i>	2017	ROXANNE GAY
--------------------------------------	------	-------------

Roxanne Gay puts her personal struggles with food, self-image, and weight in this raw memoir.

IF I WAS YOUR GIRL 2016 MEREDITH RUSSO

Amanda Hardy is trying to make a new start at a new high school but is worried someone may find out she is transgender.

I, GIRL X 2016 ANNALISE GREY

Fourteen-year-old Carleigh lives with a younger sibling who is mentally ill in this novel in verse.

I KNOW THIS MUCH IS TRUE 1998 WALLY LAMB

The narrator's identical twin brother, at forty, walks into a public library and self-mutilates in this novel about paranoid schizophrenia.

IT'S KIND OF A FUNNY STORY 2006 NED VIZZINI

When Craig Gilner becomes a student at a competitive high school, his anxiety amps up to new levels until he no longer is sleeping or eating.

LAST NIGHT I SANG TO THE MONSTER 2009 BENJAMIN ALIRE SÁENZ

An alcoholic, Zach blocks out his past and needs therapy to integrate his past with his present so that healing may begin.

LUCKY 1999 ALICE SEBOLD

Alice Sebold chronicles when she is raped and beaten as a college freshman in this candid memoir.

MAN'S SEARCH FOR MEANING 1946 VIKTOR FRANKL

Frankl, who becomes a psychiatrist, shares his autobiographical account of being imprisoned for three years by the Nazis and his struggles in maintaining hope and balance. Because of this title's renown, you may want to read it as an entire class.

THE MEMORY OF LIGHT

2016

FRANCISCO X. STORK

This novel details the process Vick Cruz undergoes after her suicide attempt.

NONE OF THE ABOVE

2015

I.W. GREGORIO

Kristin Lattimer has a quiet, orderly life her senior year until she is diagnosed as intersex.

PERFECT

2004

NATASHA FRIEND

Isabelle Lee just lost her father, her mother is depressed, and her world is crumbling.

ROOM

2010

EMMA DONOGHUE

Jack and Ma share an 11 x 11-foot room because Ma was abducted seven years ago and has not left since.

SAVING RED

2016

SONYA SONES

Molly Rosenberg is determined to save a homeless girl she names Red, but Red has other plans.

THE SERPENT KING

2016

JEFF ZENTNER

After Dill's preacher father falls from grace in his rural Tennessee town and is imprisoned, Dill's friends try to shift him away from the narrow future he envisions.

SHAKESPEARE SAVED MY LIFE

2013

LAURA BATES

In this memoir, Shakespeare professor and prison volunteer Laura Bates decides to teach Shakespeare to the inmates in supermax solitary confinement.

SPEAK

1999

LAURIE HALSE ANDERSON

Melinda Sordino makes an epic mistake: she calls the cops from the back-to-school party, and (almost) the entire school shuns her.

STICK FIGURE

2000

LORI GOTTLIEB

Edgy and funny, Lori Gottlieb shares her struggles in this memoir about a girl growing up with an eating disorder.

THE SUN IS ALSO A STAR

2016

NICOLA YOON

Natasha and Daniel meet each other in the city as Natasha's family is about to be deported.

THIRTEEN REASONS WHY

2007

JAY ASHER

Before Hannah Baker commits suicide, she records her reasons and sends them to classmate Clay Jensen.

TURTLES ALL THE WAY DOWN

2017

JOHN GREEN

Aza and her friend Daisy are trying to solve a mystery and win the prize as Aza's OCD and anxiety cripple her.

THE WAY I USED TO BE

2016

AMBER SMITH

Eden has had a crush on her older brother's best friend for as long as she can remember, but then he rapes her.

WE ARE THE ANTS

2016

SHAUN HUTCHINSON

Henry Denton has 144 days to decide if the earth is worth saving—he can push a button to prevent aliens destroying it.

WINTERGIRLS

2009

LAURIE HALSE ANDERSON

Best friends Lia and Cassie compete in a scary competition to see who can be the thinnest.

ALTERNATIVE/ ADDITIONAL LIST

ASHLEY MCCANN, "NEED A LIFT? HERE ARE 50 BOOKS THAT CAN MAKE YOU HAPPY"

2017

<https://teachthought.com/technology/positive-thinking-50-happy-books/>

Activities: Often writers are inspired by their personal stories. If you did not choose a memoir or autobiography, what do you think may have led to their plot and character development? After you propose some ideas, research to see what connections you can uncover.

Track the arc of the main characters. What are the issues they deal with in the book?

What advice do they encounter that proves beneficial? What behavior offers healing and repair? What responses lead to further damage? Ultimately, how do these characters grow? How might you capture the essence of each main character in a tightly crafted sentence or in a tweet?

How would you trace the development and growth of your life over several years?

Extend the arc into the future by showing several possibilities, kind of like a choose-your-own-ending book. Explore how specific choices today lead to future events.

Which one of the futures you imagine is most desirable? How will you get there?

Finally, write down your goals, both long- and short-term, and share them with someone you trust.

TABLE OF CONTENTS BY GENRE

Images

“WHAT IS DEPRESSION? A LOOK”

“NEURONS: THE NERVOUS SYSTEM”

These graphics and accompanying information explain how neurotransmitters travel in the brain and what can go wrong.

Videos

“DIGITAL INSANITY: CAN WE AUTO-CORRECT HUMANITY? WHY I REFUSE TO LET TECHNOLOGY CONTROL ME”

In this part-rant, part-beat poem, the narrator shares the issues he sees occurring with the digital revolution. He suggests we can repair that by smiling at a low battery

“because that’ll mean we are one bar closer to humanity.”

“SIMON SINEK—MILLENNIALS IN THE WORKPLACE”

Although the title is “Millennials in the Workplace,” author Simon Sinek addresses so much in this brief video, it is difficult to summarize. Best advice? Watch it to see what he has to say about why some people are experiencing depression and hopelessness.

“THE SCIENCE OF DEPRESSION”

In this short video, the creators discuss how depression is a biological disease that is more complex than just a “chemical imbalance.”

“6 WAYS TO CURE DEPRESSION”

Improvement Pill, the author of this video, hypothesizes that because depression is growing with each generation, depression must be linked to our environment. This video presents six different ways to lessen the effects of depression, ranging from exercise to sleep to not thinking of the past so much.

DAVID STEINDL-RAST "WANT TO BE HAPPY? BE GRATEFUL"

Benedictine monk David Steindl-Rast offers that the way to become happy is found on the same path as gratefulness.

EMILY ESFAHANI SMITH "THERE'S MORE TO LIFE THAN BEING HAPPY"

Author Emily Esfahani Smith explains the difference between a life in pursuit of happiness and one in search of meaning. She explains these in her "four pillars" of living a meaningful life.

ANDREW SOLOMON "DEPRESSION, THE SECRET WE SHARE"

"The opposite of depression is not happiness but vitality, and it was vitality that seemed to seep away from me." National Book Award winner Andrew Solomon shares his personal struggles with depression as well as with those he interviews in this raw TEDTalk.

SHANE KOYCZAN "TO THIS DAY . . . FOR THE BULLIED AND THE BEAUTIFUL"

Using live music and stimulating graphics, Canadian poet Shane Koyczan performs his most famous poem "To This Day" in this TEDTalk.

STACEY KRAMER "THE BEST GIFT I EVER SURVIVED"

What is the definition of a gift? Stacey Kramer's is probably different from yours and others' as she remembers her past and redefines an event in terms that make us question how we categorize trauma and blessings.

"8 BRAVE POETS WHO'VE PUT MENTAL HEALTH IN THE SPOTLIGHT"

These eight modern poets perform their raw poems that portray their struggles with mental illness.

Articles

DAVID BROOKS "WHAT SUFFERING DOES"

"But the big thing that suffering does is it takes you outside of precisely that logic that the happiness mentality encourages. Happiness wants you to think about maximizing your benefits. Difficulty and suffering sends you on a different course."

"KINTSUGI, THE JAPANESE ART OF FIXING BROKEN POTTERY WITH GOLD"

Rather than disguising the breakage, kintsugi restores the broken item incorporating the damage into the aesthetic of the restored item, making it part of the object's history.

GILES FRASER "TAKING PILLS FOR UNHAPPINESS REINFORCES THE IDEA THAT BEING SAD IS NOT HUMAN"

Giles Fraser laments in this article that today people are too quickly assigning a medical label to emotions that should be occurring naturally and without a band-aid medication.

MICHAEL SCHAUB "SHERMAN ALEXIE, SUFFERING FROM DEPRESSION, CANCELS HIS POST-CALIFORNIA BOOK TOUR"

The title says it all.

Autobiographies/ Biographies/ Blogs

"20 AUTOBIOGRAPHICAL SKETCHES OF DEPRESSION"

In this collection, *BuzzFeed* staff respond to the suicide of actor and comedian Robin Williams by sharing their personal struggles with depression. Each entry is short yet powerful.

"16 PERSONAL ESSAYS ABOUT MENTAL HEALTH WORTH READING"

This essay collection covers many mental health topics from schizophrenia to eating disorders, all written by people who have experienced them.

BYRON PITTS "TANIA" FROM *BE THE ONE*

BYRON PITTS "RYAN" FROM *BE THE ONE*

ABC News Correspondent Byron Pitts interviews six teens who overcome the "darkest of circumstances with an irrepressible light."

RICH LARSON "IT'S NOT WHAT YOU THINK"

Freelance writer Rich Larson responds to Chris Cornell's 2017 suicide in this blog.

DAVID SHIELDS *HOW LITERATURE SAVED MY LIFE*

This book is really a collection of essays that can be considered separately or part of a greater whole. Shields states that he wants "literature to assuage human loneliness, but nothing can assuage human loneliness. Literature doesn't lie about this—which is what makes it essential."

Short Stories

SHERMAN ALEXIE "INDIAN EDUCATION"

In this year-by-year account, Alexie addresses the loudest of his school memories.

KAHLIL GIBRAN "ON JOY AND SORROW" FROM *THE PROPHET*

In this fictional account, Almustafa is ready to board a ship for home when he is stopped by some passersby. His answers to their questions form the basis of the book *The Prophet*.

CHARLOTTE PERKINS GILMAN "THE YELLOW WALLPAPER"

In this classic short story about mental illness and madness, a husband recommends that his wife "rest" on a three-month vacation, a common response to depression and connecting it to the belief that mental illness was taxing to the mind, so depriving it of stimulation would be beneficial. She is asked to stay in a remote home inside a former nursery with some interesting wallpaper. Interesting side note: Charlotte Perkins Gilman supposedly sent a copy of this story to the doctor who had prescribed a "rest cure" for her. Afterward, he changed the way he treated depressed women.

RICHARD RUSSO "THE WHORE'S CHILD"

When a nun shows up at the narrator's fiction writing class, he dismisses her as just another old lady. However, the story she writes is compelling and memorable, displaying the effects bullying as well as a dysfunctional home life can have on someone well into old age.

STEPHEN KING "HARVEY'S DREAM"

A successful man tells his wife of a dream he has one Saturday morning, but this dream is unlike any he or she has ever experienced as the lines between the dream world and reality become indistinct.

SANDRA CISNEROS "WOMAN HOLLERING CREEK"

Cleófilas longs for a man like the ones she sees in the telenovelas but instead marries Juan Pedro, who becomes increasingly tyrannical. As she leaves her family behind in Mexico, she wonders about the creek near her Texan home.

VLADIMIR NABOKOV "SYMBOLS AND SIGNS"

An elderly man and his wife go visit their son in a mental institution. Upon arrival, they are told that they cannot visit with him since he has again attempted suicide.

ZORA NEALE HURSTON "SWEAT"

First published in the 1920s, this story focuses around Delia, a washerwoman, and Sykes, her deadbeat husband.

Poems

JOHN ASHBERRY "INTRODUCTION"

ELIZABETH BISHOP "ONE ART"

E.E. CUMMINGS "L(A"

E.E. CUMMINGS "MAGGIE AND MILLY AND MOLLY AND MAY"

E.E. CUMMINGS "I SHALL IMAGINE LIFE"

EMILY DICKINSON "I FELT A FUNERAL, IN MY BRAIN" (340)

EMILY DICKINSON "HOPE IS THE THING WITH FEATHERS" (254)

GRAHAM FOUST "CHAT ROOM" FROM *NECESSARY STRANGER*

NIKKI GIOVANNI "ALONE"

STEVE HENN "THE DAWNING" FROM *INDIANA NOBLE SAD MAN OF THE YEAR*

STEVE HENN "POEM FOR THE GIRL NEXT DOOR" FROM *INDIANA NOBLE SAD MAN OF THE YEAR*

JANE KENYON "THE BOX OF BEADS"

JANE KENYON "THINKING OF MADAME BOVARY"

JANE KENYON "SICK AT SUMMER'S END"

JANE KENYON "OTHERWISE"

LARRY LEVIS "THE SPELL OF THE LEAVES"

EDNA ST. VINCENT MILLAY "SONNET II"

EDWIN ARLINGTON ROBINSON "RICHARD CORY"

ANNE SEXTON "WANTING TO DIE"

WILLIAM SHAKESPEARE "SONNET 23"

SIR PHILIP SIDNEY "SONNET 34"

DYLAN THOMAS "DO NOT GO GENTLE INTO THAT GOOD NIGHT"

FRANZ WRIGHT "ON EARTH" FROM *WALKING TO MARTHA'S VINEYARD*

FRANZ WRIGHT "ONE HEART" FROM *WALKING TO MARTHA'S VINEYARD*

FRANZ WRIGHT "STUDY IN ACID & GREEN" FROM *WALKING TO MARTHA'S VINEYARD*

FRANZ WRIGHT "ANTIPSYCHOTIC" FROM *WALKING TO MARTHA'S VINEYARD*

FRANZ WRIGHT "EPITAPH" FROM *WALKING TO MARTHA'S VINEYARD*

Spiritual/ Philosophy

ST. PAUL ROMANS 5:3-5 *THE BIBLE*

In this excerpt from the letter from Saint Paul to the Romans, he explains why people should not complain through suffering but should instead rejoice in it.

THE DALAI LAMA QUOTES ABOUT SUFFERING

The Dalai Lama is the head of Tibetan Buddhism, a type of Buddhism. This website houses several pages of His Holiness the Dalai Lama's quotes about suffering.

AISHA ASIF NATURE OF SUFFERING

In this adapted article from *Message Magazine*, Asif explains the Islamic reasons behind suffering.

SWAMI ADISWARANANDA "HINDUISM: THE PROBLEM OF SUFFERING"

If you have ever wondered where the term *karma* comes from, the following article will explain not only karma but also rebirth and suffering from the perspective of Hinduism.

Legislation

INDIANA SUICIDE LEGISLATION

In 2017, The Indiana General Assembly passed legislation requiring all school corporations to adopt a policy intended to increase child suicide awareness and prevention.

Books

LAURIE HALSE ANDERSON *SPEAK*

Melinda Sordino makes an epic mistake: she calls the cops from the back-to-school party, and (almost) the entire school shuns her.

LAURIE HALSE ANDERSON *WINTERGIRLS*

Best friends Lia and Cassie compete in a scary competition to see who can be the thinnest.

JAY ASHER *THIRTEEN REASONS WHY*

Before Hannah Baker commits suicide, she records her reasons and sends them to classmate Clay Jensen.

LAURA BATES *SHAKESPEARE SAVED MY LIFE*

In this memoir, Shakespeare professor and prison volunteer Laura Bates decides to teach Shakespeare to the inmates in supermax solitary confinement.

JENNIFER BROWN *HATE LIST*

After her boyfriend Nick opens fire on their high school, Valerie Leftman struggles to process the guilt stemming from the hate list that he and she created before the shooting.

SANDRA CISNEROS *THE HOUSE ON MANGO STREET*

Although this “novel” by Cisneros about growing up Hispanic in America can be read from the beginning, its episodic structure is flexible and can be read out of order.

EMMA DONOGHUE *ROOM*

Jack and Ma share an 11 x 11-foot room because Ma was abducted seven years ago and has not left since.

VIKTOR FRANKL *MAN'S SEARCH FOR MEANING*

Frankl, who becomes a psychiatrist, shares his autobiographical account of being imprisoned for three years by the Nazis and his struggles in maintaining hope and balance.

NATASHA FRIEND *PERFECT*

Isabelle Lee just lost her father, her mother is depressed, and her world is crumbling.

ROXANNE GAY *HUNGER: A MEMOIR OF (MY) BODY*

Roxanne Gay puts her personal struggles with food, self-image, and weight in this raw memoir.

KATHLEEN GLASGOW *GIRL IN PIECES*

To ease the pain of all her losses, Charlotte Davis self-harms.

LORI GOTTLIEB *STICK FIGURE*

Edgy and funny, Lori Gottlieb shares her struggles in this memoir about a girl growing up with an eating disorder.

JOHN GREEN *TURTLES ALL THE WAY DOWN*

Aza and her friend Daisy are trying to solve a mystery and win the prize as Aza's OCD and anxiety cripple her.

BRYNN GREENWOOD *ALL THE UGLY AND WONDERFUL THINGS*

Wavy learns at a young age not to trust anyone, least of all her drug dealer father and unstable mother.

I.W. GREGORIO *NONE OF THE ABOVE*

Kristin Lattimer has a quiet, orderly life her senior year until she is diagnosed as intersex.

ANNALISE GREY *I, GIRL X*

Fourteen-year-old Carleigh lives with a younger sibling who is mentally ill in this novel in verse.

SHAUN HUTCHINSON *WE ARE THE ANTS*

Henry Denton has 144 days to decide if the earth is worth saving; he can push a button to prevent aliens destroying it.

J.J. JOHNSON *BELIEVAREXIC*

After her struggle with bingeing, purging, and starving, J.J. Johnson writes about her time at an eating disorder treatment center.

SUSANNA KAYSEN *GIRL INTERRUPTED*

Kaysen spends two years in a mental facility and chronicles her journey in this memoir.

KERRY KLETTER *THE FIRST TIME SHE DROWNED*

At eighteen, Cassie O'Malley emancipates herself after spending over two years in a mental institution, but her past is difficult to run from.

WALLY LAMB *I KNOW THIS MUCH IS TRUE*

The narrator's identical twin brother, at forty, walks into a public library and self-mutilates in this novel about paranoid schizophrenia.

JENNIFER NIVEN *ALL THE BRIGHT PLACES*

Theodore Finch and Violet Markey meet on the bell tower at school—he's preoccupied with death and she with escape.

DAVE PELZER *A CHILD CALLED IT*

This autobiography details Pelzer's horrific and persistent abuse from his mother.

JULIE ANNE PETERS *BY THE TIME YOU READ THIS, I'LL BE DEAD*

Daelyn is determined to kill herself after she is repeatedly bullied.

MATTHEW QUICK *FORGIVE ME, LEONARD PEACOCK*

Today is Leonard Peacock's birthday, so he plans on giving gifts to four people so that he can kill himself.

MEREDITH RUSSO *IF I WAS YOUR GIRL*

Amanda Hardy is trying to make a new start at a new high school but is worried someone may find out she is transgender.

BENJAMIN ALIRE SAENZ *ARISTOTLE AND DANTE DISCOVER THE SECRETS OF THE UNIVERSE*

Dante, who is open about his homosexuality, and Ari, who suppresses his, meet in the summer of 1987.

BENJAMIN ALIRE SÁENZ *LAST NIGHT I SANG TO THE MONSTER*

An alcoholic, Zach blocks out his past and needs therapy to integrate his past with his present so that healing may begin.

ALICE SEBOLD *LUCKY*

Alice Sebold chronicles when she is raped and beaten as a college freshman in this candid memoir.

AMBER SMITH *THE WAY I USED TO BE*

Eden has had a crush on her older brother's best friend for as long as she can remember, but then he rapes her.

SONYA SONES *SAVING RED*

Molly Rosenberg is determined to save a homeless girl she names Red, but Red has other plans.

FRANCISCO X. STORK *THE MEMORY OF LIGHT*

This novel details the process Vick Cruz undergoes after her suicide attempt.

NED VIZZINI *IT'S KIND OF A FUNNY STORY*

When Craig Gilner becomes a student at a competitive high school, his anxiety amps up to new levels until he no longer is sleeping or eating.

NICOLA YOON *THE SUN IS ALSO A STAR*

Natasha and Daniel meet each other in the city as Natasha's family is about to be deported.

JEFF ZENTNER *THE SERPENT KING*

After Dill's preacher father falls from grace in his rural Tennessee town and is imprisoned, Dill's friends try to shift him away from the narrow future he envisions.

ASHLEY McCANN "NEED A LIFT? HERE ARE 50 BOOKS THAT CAN MAKE YOU HAPPY"

If the above books become too heavy, here is a website sharing fifty "happy books."

Jennifer M. Heiter
M.A. Candidate in English
Indiana University South Bend
Bremen High School
511 West Grant Street, Bremen, IN 46506
574.546.3511 ext. 3314 jheiter@bps.k12.in.us

EDUCATION

M.A., English 2017
Indiana University South Bend South Bend, Indiana
• Thesis: *Despite: Reading Your Way Out of the Wound and Into the Light*
Supervisor: Dr. Rebecca Brittenham

Secondary Education Certification

1996
Indiana University South Bend South Bend, Indiana

B.A., Literature 1993
Indiana University Bloomington and South Bend

TEACHING EXPERIENCE

English Teacher 1996 – present
Bremen High School, Bremen, IN 2003 – present
English Department Chairperson 2012 – present
• English 10A & B
• English 10 Honors A & B
• Creative Writing
• ACP Composition W131
• SAT Preparation

Argos Junior/ Senior High School, Argos, IN 1996 – 2003
• English 8
• English 9
• Reading

PUBLICATION EXPERIENCE

A Season with a Fly Fisher, George Marburger 2016
• Copy/ Line editor

Legging It, Craig Clapper 2014
Xulon Press
• Copy/ Line editor

Educational Psychology, 4th Edition, John W. Santrock 2008
McGraw – Hill
• Contributed anecdotal and pedagogical information used in the text

SERVICE

Member, Eliot Rosewater Committee 2000 – present
• Selects books for high school students to read

Secretary, Bremen Public Library Board of Trustees 2000 – present

PROFESSIONAL AFFILIATIONS

ILF 2010 – present
NCTE 1996 – present
Marshall County Reading Council 1996 – 2003

REFERENCES

Bruce Jennings, Principal
Bremen High School
511 West Grant Street
Bremen, IN 46506
bjennings@bps.k12.in.us

Andrew Rohde, Vice Principal
Bremen High School
511 West Grant Street
Bremen, IN 46506
arohde@bps.k12.in.us

Craig Clapper, retired pastor
67251 Miami Road
Bremen, IN 46506
hikingclapper@gmail.com